EDUCATION, CULTURE AND EMPLOYMENT

1. Department Overview

Mission

The mandate of the Department of Education, Culture and Employment (ECE) is to invest in and provide for the development of the people of the Northwest Territories (NWT), enabling them to reach their full potential, to lead fulfilled lives and to contribute to a strong and prosperous society.

Goals

1. ***Pride in our Culture*** - Northerners who are knowledgeable about and proud of their culture, heritage and language. Culture, heritage and language are the foundation for learning.
2. ***Education of Children and Youth*** - A strong foundation for learning and students achieving their potential in a results-based education system.
3. ***Education of Adults*** - A wide range of education opportunities and adults who are self-reliant and able to take full advantage of social and economic opportunities.
4. ***A Skilled and Productive Work Environment*** - NWT residents with the skills, knowledge and opportunities to participate fully as productive citizens in the Northern economy.
5. ***People Participating Fully in Society*** - Northerners actively participating in community and society to their fullest potential within an integrated, comprehensive and responsive system of supports.

Operating Environment

Demographics and Official Languages

The use of Aboriginal languages is declining in most NWT communities. Retention and revitalization of Aboriginal languages is made more difficult by the value placed on dominant languages, communications and the use of new technologies. These challenges must be addressed and opportunities used for revitalization efforts to be successful.

Language is the main way in which culture is handed down from one generation to the next; yet, changing demographics in the NWT make this increasingly difficult as the population ages. The 2009 *NWT Community Survey* highlighted information of concern with respect to the number of those with the ability to converse in Aboriginal languages. Five of the NWT's official Aboriginal languages now have less than five hundred people with the ability to converse; six of the languages have less than 1,000 people, eight languages have less than 1,500 and only one NWT official Aboriginal language community has more than 2,500 people with the ability to converse. As well, most of those with the ability to converse in an Aboriginal language are over the age of 40.

Finding speakers with the necessary knowledge and skills, providing opportunities for speakers to engage with language students and developing learning materials becomes increasingly challenging as the number of speakers decreases. In partnership with language communities, a

concerted, strategic effort is being made to support NWT Aboriginal languages acquisition, revitalization and maintenance.

In support of French services, the Department continues to lead work on the delivery of GNWT services and communications in French.

Demographics and school enrolments
The NWT birth rate remains higher than the Canadian rate; however, it has been consistently decreasing over the past 20 years. Along with net migration, this helps to account for declining school enrolments which are expected to continue in 2013-14.

Social environment
The philosophy of culture-based and inclusive education ensures that NWT official languages and cultures form a foundation for learning. In addition, it ensures that education builds on students' strengths and addresses their individual challenges through community-based and collaborative decision making.

Ensuring a safe and secure learning environment for students remains a priority. In 2013-14, the Department will continue to address the issue of bullying, review inclusive schooling and further integrate instruction about the legacy of residential schools into the curriculum. By supporting students as individuals in the context of their experiences and history and by continually reviewing and improving school programs, ECE is focused on improving the academic success of all NWT students, particularly those from small communities.

Economic environment
The NWT economic environment remains challenging. On the one hand, the NWT Bureau of Statistics indicates that the NWT was the only province or territory to experience a decline in Gross Domestic Product (GDP) for 2011, falling by 5.5% since 2010. On the other hand, support activities for mining, oil and gas extraction increased by 21.2% in 2010 and 2011, indicating potential for future resource development.

During 2012, the NWT employment rate has been rising but not to pre-recession peak levels. In this context, and as part of broader Government of the Northwest Territories (GNWT) goals, it is important for the Department to continue with various initiatives to inform and support NWT residents in gaining the skills and education necessary to take full advantage of current and emerging employment opportunities.

Natural environment
In light of the progress towards devolution as well as archaeological site management and protection, a review of the *NWT Historical Resources Act* is required. In addition, global warming has already and will continue to cause significant thawing of permafrost. This has led to slope erosion, particularly in the Mackenzie Delta, exposing significant paleontological and archaeological finds. The Department is working with other stakeholders toward the research and protection of these heritage resources.

KEY ACTIVITY 1 – DIRECTORATE AND ADMINISTRATION

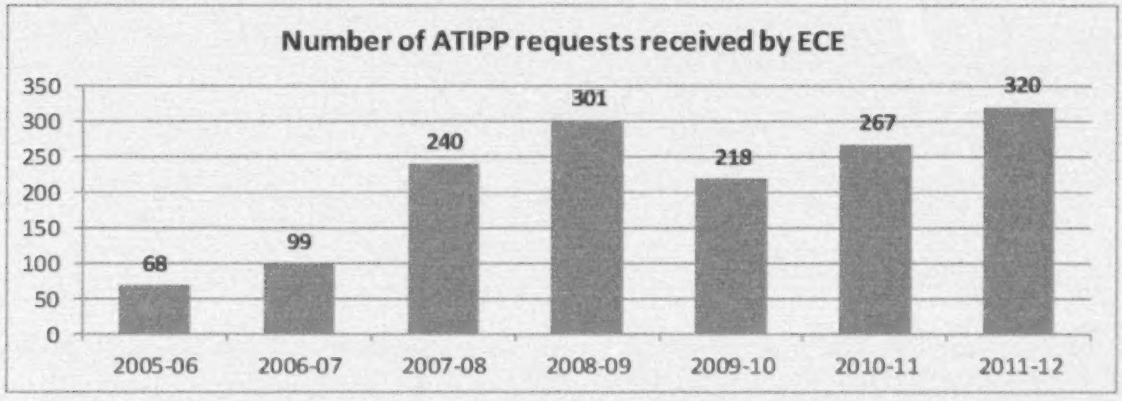
Description

Directorate and Administration provides overall management, planning, communication and administrative support to the Department and its partners in education across the NWT. The Branch operates under the direction of the Deputy Minister who makes recommendations to the Minister with regards to Department goals, objectives and standards.

The Directorate provides leadership, management, planning, and public relations for the Department as well as its boards and agencies. Within the Directorate, Public Affairs coordinate communication plans and related activities for the Department.

The Strategic and Business Services Division guides broad policy and legislative initiatives as well as strategic, business and capital planning for the Department, Aurora College and education authorities. The Division coordinates briefing notes and decision-making documents, and provides records management and financial administration services. As well, the Division manages the information systems supporting the delivery of programs and services across the Department, Aurora College and education authorities.

Performance Measure



The number of Access to Information and Protection of Privacy (ATIPP) requests from the public to provide supporting documentation for residential school attendance has increased in volume over the past five years. This is an essential service to the public both in the NWT and Nunavut. Records for school attendance prior to division in 1999 are maintained in the GNWT system. These ATIPP requests are time sensitive and are given priority when they are received.

KEY ACTIVITY 2.1 – CULTURE AND HERITAGE

Description

All residents of, and visitors to, the NWT benefit socially and economically from a richer understanding of our heritage and from meaningful participation in cultural activities. Many of the most effective departmental activities in this area support projects and organizations that operate at the community level.

NWT Museum Operations: works with community experts to collect, preserve, document, study, exhibit and educate the public about artifacts, specimens and works of art significant to the culture and heritage of the NWT.

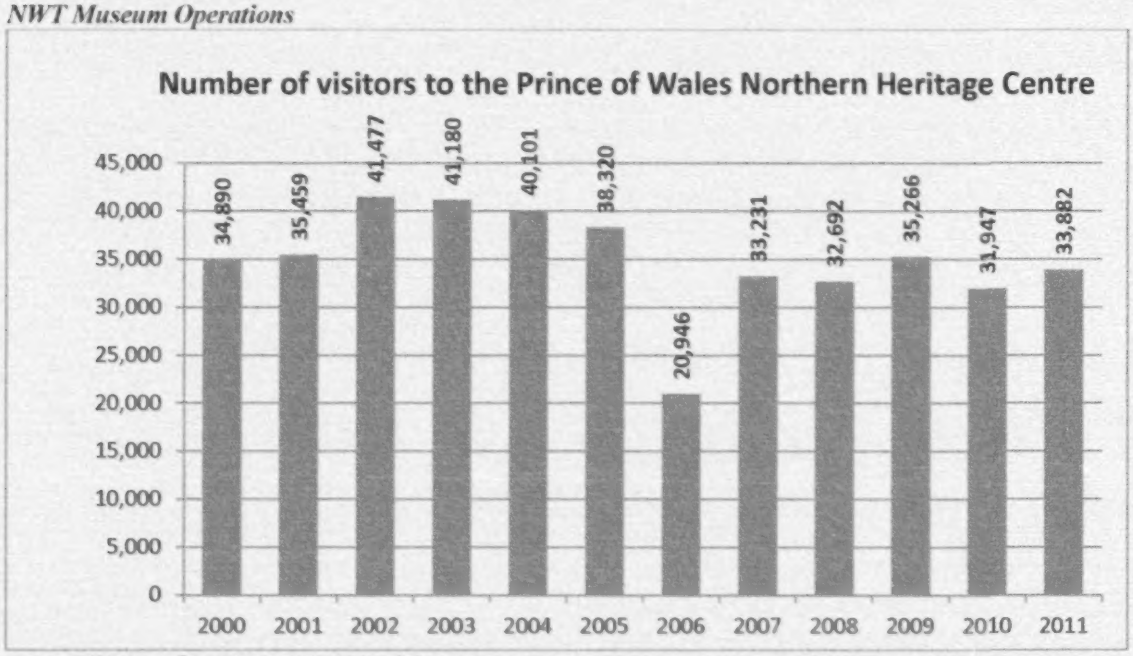
NWT Cultural Places: conducts archaeological fieldwork and research, assesses the impact of resource development on archaeological resources and issues permits for archaeological research. Administers official community and geographic names and commemorates significant historical and cultural places in the NWT.

NWT Archives: identifies, acquires, preserves and makes accessible government records and records of historic significance to the NWT.

Community Arts, Culture and Heritage Programs: provides funding and support services to community museums, cultural organizations, cultural projects, artists and arts organizations.

Performance Measures

NWT Museum Operations



Target for 2013: 35,000 visitors

The number of visitors to the Prince of Wales Northern Heritage Centre (PWNHC) is tracked by calendar year. The data reflects tourism trends as well as interest in specific exhibitions and school and public programs. In 2006, the PWNHC began major renovations and an exhibit renewal process with development of all new content which required periodic closing of galleries. The renewal of permanent exhibits will be completed by the end of 2013.

	2009-10	*2010-11*	*2011-12*
Number of new permanent, travelling and online exhibits produced	19	16	15

The Department tracks the number of new exhibits produced and hosted including permanent (two to 20 years), temporary (up to two years), travelling exhibits developed for NWT communities (circulated annually on a two-month rotation) and web-based exhibits referring to multi-media exhibits developed for the PWNHC website.

	2009-10	*2010-11*	*2011-12*
Number of school and public education programs delivered Target for 2013-14: 140 programs delivered	119	140	136
Number of school children participating in PWNHC programs Target for 2013-14: 2,500 school children participating	2,359	2,593	2,370

The Department records public-use statistics for school and public programs at the PWNHC and through community outreach. This data provides important information on participation and interest in specific programs.

	2009-10	*2010-11*	*2011-12*
Cultural Places Program			
Number of communities involved in Cultural Places Research	8	9	12
Number of archaeological research permits issued	24	16	19
Number of land use permit applications reviewed	172	144	168

Cultural Places Program data provides an indication of Departmental effectiveness in fulfilling statutory responsibility to protect archaeological sites. By tracking the number of communities we partner with, the Department can gauge interest in our services. Development projects holding land use permits cause ground disturbance which can impact archeological sites. Tracking land use permit applications provides an estimate of the potential threat to archaeological sites.

	2009-10	*2010-11*	*2011-12*
Cultural Contributions Program			
Number of individuals and organizations funded by:			
NWT Arts Council	64	70	62
Support to Northern Performers	24	19	21

The Department measures the number of contributions awarded to northern artists, arts organizations, cultural organizations and heritage centres. The numbers fluctuate annually due to the changing number of applicants seeking Cultural Contributions Program funding and

amounts for which they have applied. NWT Arts Council funding decisions are made by a juried committee made up of five regional representatives on the NWT Arts Council. Sustaining and enhancing the capacity of arts and culture organizations is a key objective of the Cultural Contributions Program.

KEY ACTIVITY 2.2 – OFFICIAL LANGUAGES

Description

The Department provides a range of programs and services to support NWT Official Languages.

Aboriginal Language Secretariat: provides support and funding to each Official Aboriginal Language community to implement its strategic plan for language revitalization and maintenance. Funding is also provided to Aurora College for the Aboriginal Language and Culture Instructor Program and to education authorities for Aboriginal Language and Culture Based Education programs in NWT schools.

Francophone Affairs Secretariat: provides advice and support to GNWT departments, offices and agencies toward the development of plans on French language communications and services; provides translation services to all GNWT departments, boards and agencies; and manages Services TNO, the French language single window service centre in Yellowknife.

The Official Languages Board: comprised of one member for each of the 11 NWT Official Languages, advises the Minister Responsible for Official Languages on issues related to the delivery of official languages services by the GNWT.

The Aboriginal Languages Revitalization Board: comprised of one member for each of the nine NWT Official Aboriginal Languages, advises the Minister on government and community efforts to maintain, revitalize and promote Aboriginal languages.

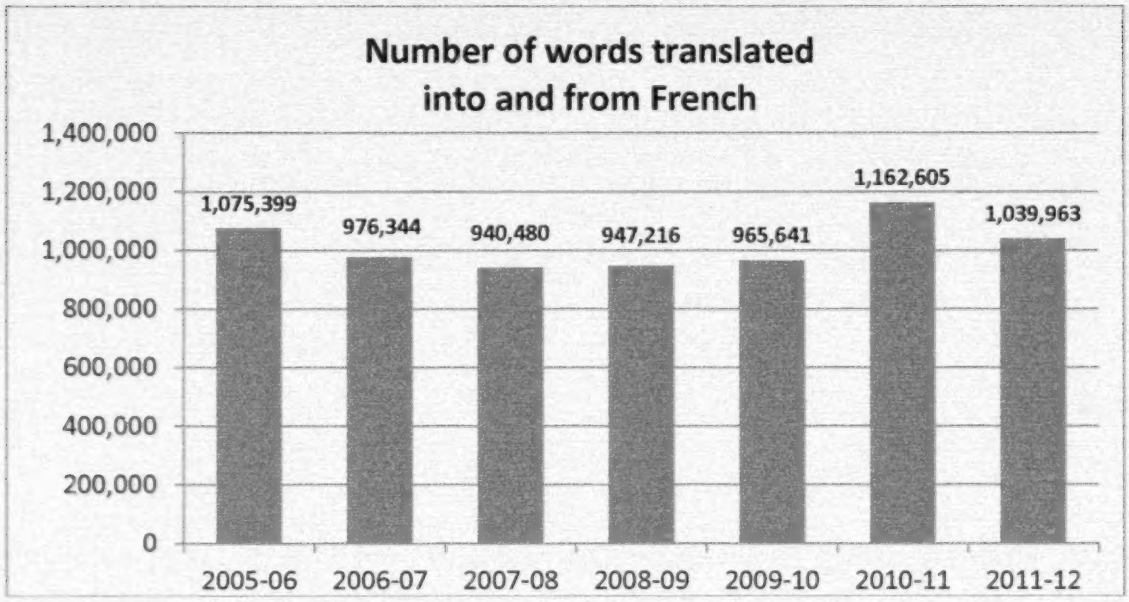
Performance Measures

	2009-10	2010-11	2011-12
Aboriginal Languages			
Number of funded Aboriginal language community activities	35	35	39
Number of funded Aboriginal literacy activities	22	23	24

Data on Aboriginal language activities is compiled from annual reports submitted to the Department by Aboriginal language communities and other recipients of language funding. The numbers represent all funded activities as most contribution agreements are for more than one activity. Aboriginal language and literacy activities are crucial to maintaining and enhancing Aboriginal language usage.

	2009-10	2010-11	2011-12
French Language			
Number of funded French community cultural development activities	8	8	9

The number of French activities above represents community-based initiatives that support the cultural development of the NWT Francophone community.



This includes all words translated into and from French by all GNWT departments, boards and agencies.

KEY ACTIVITY 3.1 – EARLY CHILDHOOD DEVELOPMENT

Description

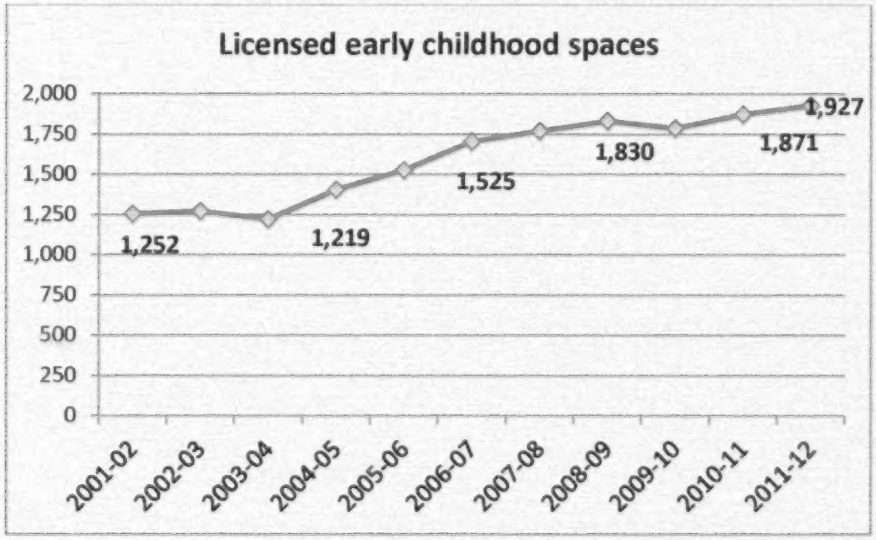
The *Early Childhood Framework for Action* (Framework) provides direction for program and service development in the area of early childhood and family development. The Framework is a work of the departments of Education, Culture and Employment and Health and Social Services (HSS). Through the Framework, the Department provides support to community organizations in the delivery of programs and services for young children and their families. The Framework is being renewed in 2012-13.

The Early Childhood Program licenses and monitors early childhood providers to ensure compliance with the *NWT Child Day Care Act* and *Child Day Care Standards Regulations*. Regional Early Childhood Consultants provide community-based organizations with program development support and funding to assist with operational expenses.

The Department also provides funding to Aurora College for the delivery of postsecondary training in early childhood development.

Performance Measures

	2009-10	*2010-11*	*2011-12*
Number of new child day care facility licenses issued	13	17	8
Number of projects funded through Healthy Children Initiative	71	61	58
Number of funded Language Nest sites	19	18	21
Number of funded community based Family Literacy activities	29	29	26
Number of Family Literacy Coordinators trained	144	150	66
Number of students enrolled in Early Childhood Development Certificate distance education courses at Aurora College	93	72	130



Early childhood measures provide data on the range of GNWT investments contributing to a community based early childhood system. Early childhood programs exist to support child development, usually in the context of parents working outside the home and/or accessing training opportunities. The number of new child day care facility licenses issued each year is a reflection of demand in this area. The data on Healthy Children Initiative projects, Language Nest sites and Family Literacy activities indicates support for community based programs. The numbers fluctuate as communities develop projects based on local needs and priorities.

The importance of trained practitioners is highlighted by the number of students enrolled in Aurora College's early childhood program. Regarding the training of Family Literacy Coordinators, the recent focus was on increased professional development for experienced family literacy coordinators. Providing training opportunities ultimately increases the trained early childhood workforce and improves the quality of programs and services provided to children and families.

KEY ACTIVITY 3.2 – K-12 EDUCATION

Description

The Department oversees the system of publicly funded elementary and secondary school education and promotes a strong foundation for learning ensuring students are achieving their potential in a results-based education system.

Instructional Support Services: ensures that curriculum is appropriate to students' academic needs, cultural backgrounds, languages and learning styles; provides in-service to educators; develops curriculum and materials, training programs, guidelines and strategies to support students through educational programming; and supports education strategic initiatives, including the Aboriginal Student Achievement (ASA) initiative.

Operations and Development: provides operational support to education bodies; coordinates teacher recruitment, teacher and principal certification and evaluation, school improvement projects and manages student records and territorial wide student assessment strategies.

School Contributions: are provided to education authorities based on enrolment to cover annual operation and maintenance costs.

Performance Measures

	2009-10	*2010-11*	*2011-12*
	(Academic Years)		
Number of new curricula, including teacher and student resources, developed, adapted and implemented	13	12	11

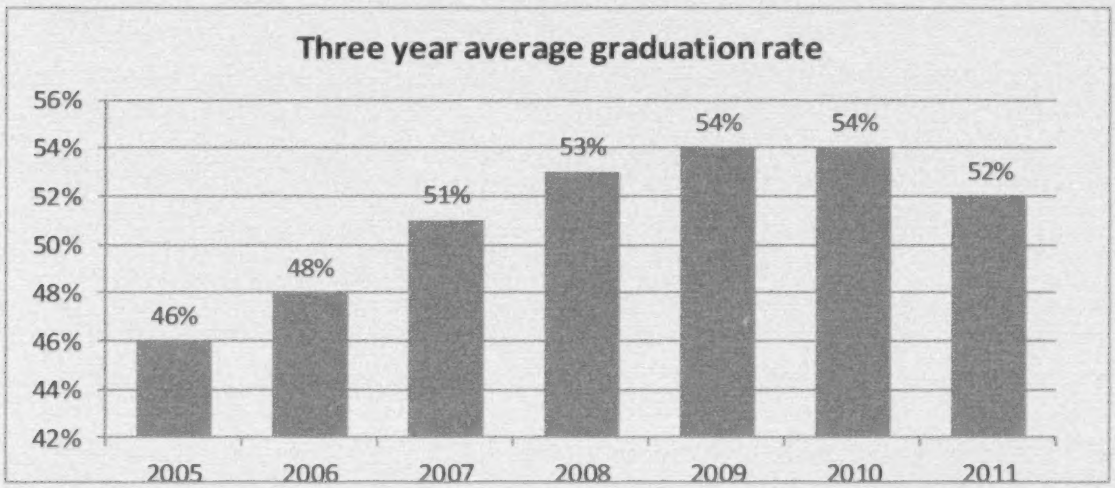
The GNWT has established goals and priorities for education to ensure that student learning reflects the cultures and traditions of our territory and that NWT education standards and current research are appropriate to both our Northern context and current best practice. Curriculum renewal is a key element of these goals and priorities. Curriculum is developed either independently within the NWT, in collaboration with other jurisdictions, or adopted and adapted from other jurisdictions. The number of curriculum developed, field tested and implemented is an important measure of Department work in this area. In 2011-12, curricula or resources were developed and implemented in the following areas: Literacy with Information and Communication Technology (LwICT) pilot, Experiential science 30 textbook, Mathematics 20-1, 20-2 and 20-3 in French and English, English Language Arts K-3, 4-6 and 7-9 curricula, French version of Social Studies Circumpolar World textbook, Kindergarten pilot and Northern Studies 10 Residential School Model.

	2009-10	*2010-11*	*2011-12*
	(Academic Years)		
Number of teachers who received in-service training in new curricula	523	512	661
Target for 2013-14: 900 teachers in-serviced			

The Department is responsible for facilitating K-12 curriculum in-services with NWT teachers to ensure understanding and the effective implementation of curriculum. In-services provided by the

Department are an important measure of supports offered to NWT teachers. This indicator can reflect either the breadth (teachers in a variety of subject areas or levels being in-serviced on a variety of curricula) or depth (many teachers being in-serviced in a specific area of priority) of the in-service. The 2013-14 target reflects the Department's commitment to in-service all NWT teachers on issues related to the effect of residential schools in NWT communities.

	2008	*2009*	*2010*	*2011*
		(Calendar Years)		
Graduation rate: Percentage of high school graduates compared to the population of 18 year olds	56%	53%	52%	52%
Target for 2013-14: 55%				



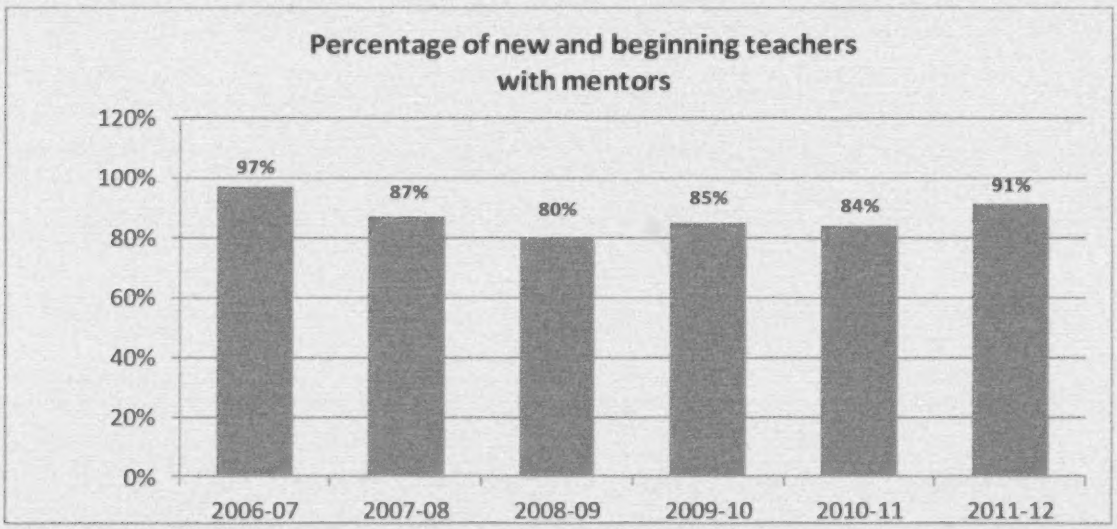
The 'three year average graduation rate' is the average graduation rate over three years. For example, for 2011, the three year average graduation rate is the average for the years 2009, 2010 and 2011. Statistics Canada has defined the graduation rate to be the number of Grade 12 graduates divided by the population of 18 year olds. The NWT counts the number of graduates as those students reported by schools to the Department as fulfilling graduation requirements in the period from January 1 through to December 31 of each year. Due to our small population numbers, the NWT is prone to greater variations in annual graduation rates compared to other jurisdictions. A three year average of graduation rates provides a better indication of the overall trend. The 2012 graduation rates, calendar year and three year average, will not be available until January 2013.

	2009-10	2010-11 (Academic Years)	2011-12
Number of principals in an evaluation process	10	16	N/A

The ongoing evaluation of school principals and the mentoring of new teachers are key measures of professional standards and teaching staff supports.

	2009-10	2010-11 (Academic Years)	2011-12
Number of new teachers in mentorship programs	66	72	87

Target for 2013-14: 95% of teachers with mentors



The NWT Teacher Induction and Mentorship program pairs a new or beginning teacher with an experienced northern teacher to support them during their first year in an NWT school setting. New principals are not included in the Teacher Induction and Mentorship program due to the supervisory nature of their role in a school. Teachers who transfer from one NWT community to another are often informally mentored in their new community because they have already participated in the formal mentorship program.

KEY ACTIVITY 3.3 – LIBRARY SERVICES

Description

The Department provides quality library services to all NWT residents to meet their education, information and recreation needs.

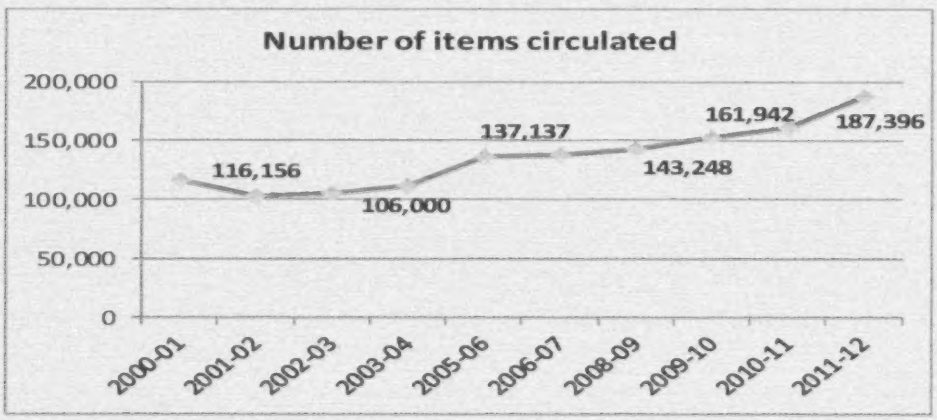
A central library collection is maintained and rotated to libraries across the NWT. In communities without libraries, residents can search the online catalogue on the Public Library Services (PLS) website and receive materials by mail.

PLS supports and maintains the automated library system for the NWT Library Network serving community libraries, the Legislative Assembly Library, Aurora College Libraries, the Aurora Research Institute Library and the PWNHC Reference Library.

Professional library staff provide training and technical support to community library staff. Special programs such as the Summer Reading Club and Canadian Children's Book Week are also coordinated centrally.

Performance Measures

	2009-10	*2010-11*	*2011-12*
Number of visits to community libraries Target for 2013-14: 384,000 visits	325,370	345,301	367,675
Number of new materials acquired for library collection Target for 2013-14: 30,000 new materials	17,445	20,672	27,423



KEY ACTIVITY 4 – ADULT AND POSTSECONDARY EDUCATION

Description

The Department provides a wide range of education opportunities to adults to ensure they are self-reliant and able to take full advantage of social and economic opportunities.

Adult and Postsecondary Education: supports the planning, research, development and evaluation of adult and postsecondary education programs and services, including the NWT Teacher Education Strategy and the NWT Literacy Strategy.

Aurora College: delivers, directly or through partnerships, a wide range of training, certificate, diploma and degree programs relevant to NWT labour market demands. Degree programs offered include the Bachelor of Science in Nursing and the Bachelor of Education.

Aurora Research Institute: responsible for the licensing and coordination of research in accordance with the *Scientists Act;* supports physical and social science research and technology innovation.

Adult Literacy and Basic Education: delivery of Adult Literacy and Basic Education (ALBE) programming ranging from basic literacy to Grade 12 level courses at Community Learning Centres (CLCs) in smaller communities, at Aurora College campuses, in NWT correctional facilities and by NWT non-government organizations.

Private Vocational Training: implements the *Private Vocational Training Designation Directive* to ensure educational standards of private training.

Performance Measures

	2009-10	*2010-11*	*2011-12*
	(Academic Years)		
Aurora College Program graduates			
Certificate	32	46	57
Diploma	45	38	63
Degree	17	22	20

The number of Aurora College certificate, diploma and degree graduates that complete their program provides accountability for the public funding provided to the College, as well as an indication of the level of postsecondary education NWT adults are achieving each year and associated trends. Completion of postsecondary education is an indication of success in the continuing development of a strong, northern workforce. Programs delivered vary from year to year. In 2011-12, there were 140 Aurora College graduates overall, 60 from the School of Business and Leadership, 34 from the School of Education, 34 from the School of Health and Human Services and 12 from the Arts and Science Program.

Aurora College School of Education programs are the Certificate in Adult Education, the Bachelor of Education including the Teacher Education Program (TEP), the Aboriginal

Language and Cultural Instructor Program (ALCIP), and early childhood education diploma programs.

	2009-10	2010-11	2011-12
	(Academic Years)		
Teacher Education Program graduates (diploma and degree)			
Teacher Education Program	8	10	3
Aboriginal Language and Cultural Instructor Program	0	0	26

Completion of the TEP diploma and degree and the ALCIP certificate and diploma are indicators of the level of success in achieving NWT TEP Strategy goals. There were no ALCIP graduates in 2009-10 and 2010-11 because the ALCIP Diploma has only been delivered twice since its development: fulltime, community-based delivery in Behchoko from 2007 to 2009 and in Inuvik from 2010 to 2012. The number of ALCIP Certificate graduates varies each year as Aboriginal Language teachers complete courses during the school year as part of their professional development. In a given year, teachers enrolled in the Certificate program may or may not have access to the courses they need in order to complete the program; a challenge that is addressed through collaboration with the education authorities.

Bachelor of Education program graduates also vary depending on enrolment each year, student retention and whether community-based diploma programs are being delivered at the same time as the campus-based degree program. ECE is working with Aurora College staff to develop a TEP Promotion Plan to encourage NWT residents to consider the teaching profession as a career choice and to increase the number of postsecondary students enrolling in the Aurora College Bachelor of Education program. Currently, community-based TEP Diploma delivery is taking place in Inuvik (2011 to 2014). An increase in overall graduates is expected for 2013-14.

	2009-10	2010-11	2011-12
	(Academic Years)		
NWT Literacy			
Number of participants in Adult Literacy and Basic Education courses (Aurora College and NGOs)	692	562	683
Number of funded literacy projects	50	42	47

The number of participants in Adult Literacy and Basic Education (ALCBE) courses, both at Aurora College and with non-government organizations (NGOs), is an indication of the number of adults upgrading their academic skills in order to access postsecondary education and/or the workforce. Literacy skill development increases adults' opportunities to participate successfully in the northern workforce, access postsecondary education and have an improved quality of life.

In 2011-12, 47 community literacy projects were funded through the Community Literacy Development Fund (CLDF) in all five regions of the NWT: 19 in the Beaufort-Delta (Aklavik, Fort McPherson, Inuvik, Paulatuk, Sachs Harbour, Tuktoyaktuk and Ulukhaktok), seven in the Dehcho (Fort Liard, Fort Providence, Fort Simpson and Trout Lake), seven in the North Slave (Gameti, Whati, Wekweeti, Behchoko, Yellowknife and N'dilo), five in the Sahtu (Deline, Norman Wells and Tulita) and nine in the South Slave (Fort Smith, Fort Resolution, Hay River and through the K'atl'odechee First Nation).

	2009	2010	2011
	(Calendar Years)		
Aurora Research Institute			
Number of research licenses issued	185	204	157

In 2011, there was a turnover in funding cycles for three of the major science funders so the number of registered licenses issued was lower than usual.

KEY ACTIVITY 5 – EMPLOYMENT AND LABOUR

Description

The Department provides a variety of programs and services that ensure NWT residents have the skills, knowledge and opportunities to participate fully as productive citizens in the Northern economy.

Career and Employment Development: provides a range of career service, training and employment development programs through partnerships with other governments, Aboriginal organizations, community organizations and industry.

Apprenticeship and Occupations: administers and certifies individuals in 53 designated trades and 25 occupations; and plans, coordinates, evaluates and maintains training programs, certification standards and processes.

Employment Standards: provides information to employers and employees on the *Employment Standards Act* and associated regulations; conducts formal investigations and oversees appeals regarding complaints of non-compliance with the Act.

Immigration: coordinates Departmental policy in relation to immigration programs and services in the NWT, and administers the NWT Nominee Program.

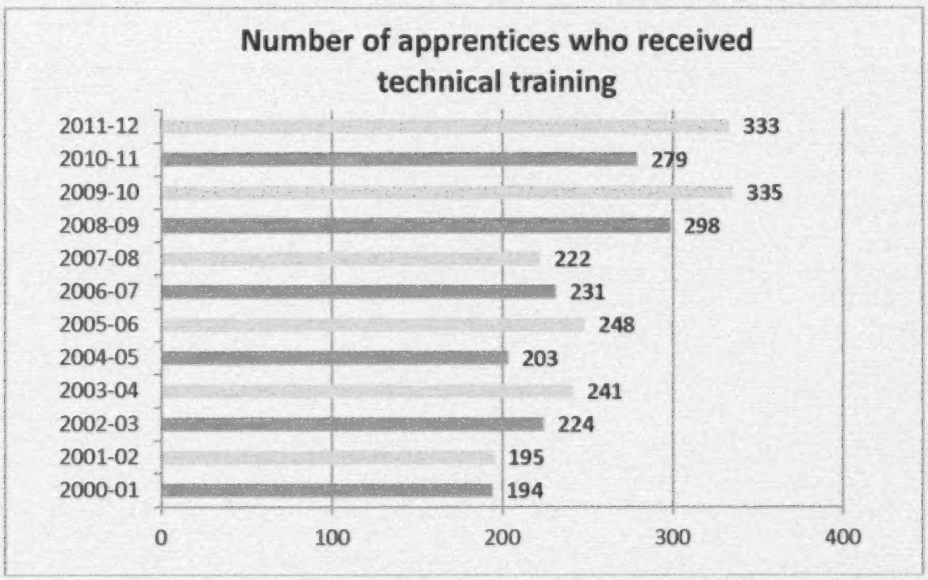
Performance Measures

	2009-10	*2010-11*	*2011-12*
Career and Employment Development			
Number of clients who received training and/or employment supports	1,576	1,532	1,651
Percentage of career centre clients who worked on a career action plan	39%	36%	38%

The first measure describes clients who received training and/or employment supports and represents the number of individuals, including apprentices, who received short-term financial assistance and other supports toward gaining skills to improve employability. The second measure describes career centre clients who worked on a career action plan and represents the number of clients who were deliberate in planning their career path and working toward attaining their goals with the support of professional staff. The latter number does not include apprentices.

Apprenticeship and Occupations

Certifications issued measures the number of Certificates of Qualifications and Certificates of Competence issued during the academic year. This measure encompasses journeyperson certifications, the majority of the certifications, as well as occupational certification numbers. Journey certification is recognition that an apprentice or tradesperson has demonstrated the skills and knowledge required to be a competent, qualified journeyperson. The number of Certificates of Qualification and Certificates of Competence issued each year are a measure of the success of the Apprenticeship and Occupation Certification Program.

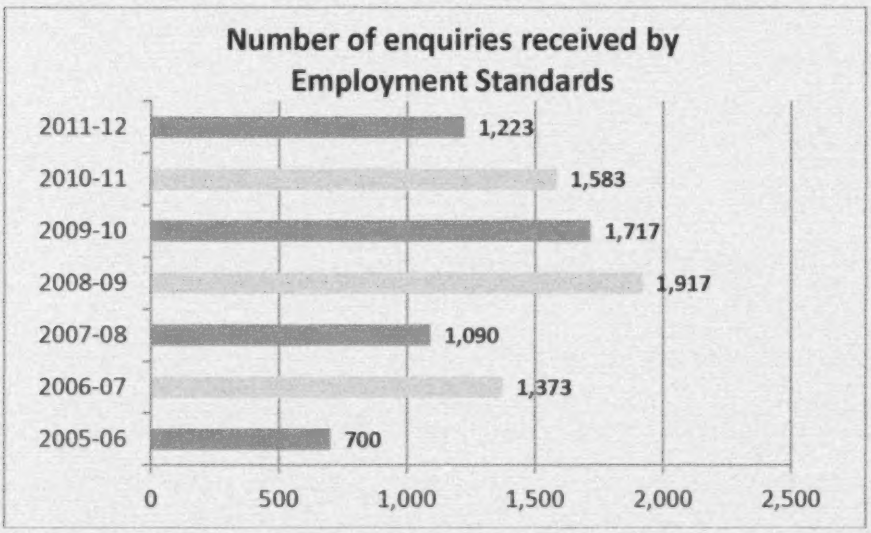


The number of apprentices attending technical training is a measure of clients pursuing formal recognition of their skills via certification through the apprenticeship program. Apprentices typically attend technical training once each year in the course of their two to four year apprenticeship program. This measure reflects apprentices who remain active in the program.

	2009-10	2010-11	2011-12
Employment Standards			
Number of cases opened with Registrar of Appeals	13	33	10
Number of complaints filed with Employment Standards	145	122	113

The number of cases opened with the Registrar of Appeals represents the number of employees or employers who appealed the award (decision) of the Employment Standards Officer (ESO). Such cases are reviewed by an independent body (adjudicator) who confirms, revokes, amends or substitutes the decision of the ESO.

The number of complaints filed with Employment Standards speaks to the total number of formal, written complaints filed with the Employment Standards Office.



The number of enquiries received includes in-person visits to the office, phone calls and website inquiries. The number of complaints and enquiries to Employment Standards measures demand for this program by nonunionized employees and employers in the NWT. This data informs the work of Employment Standards' staff.

KEY ACTIVITY 6 – INCOME SECURITY

Description

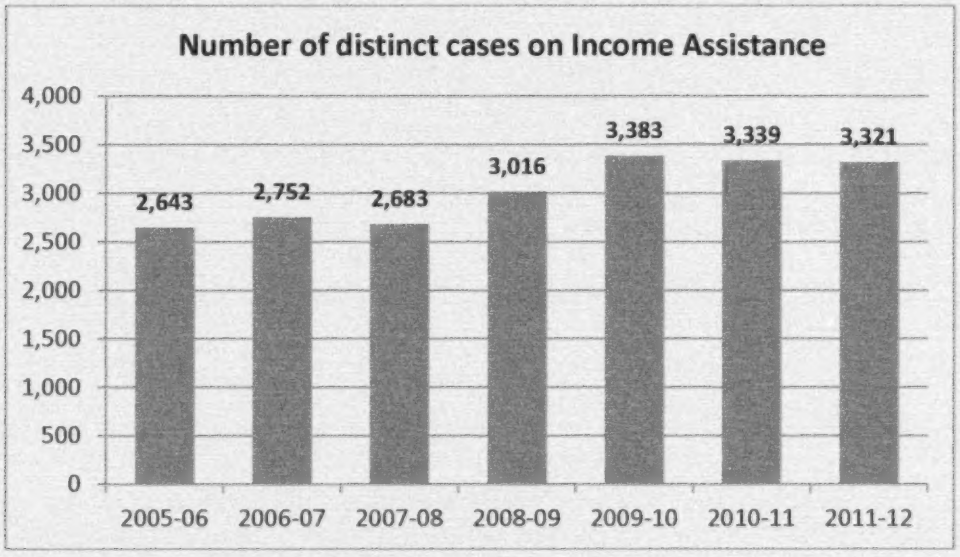
The Department administers a range of Income Security programs that provide financial assistance to NWT residents in meeting their basic needs, addressing cost of living issues, encouraging home ownership and ensuring access to basic health, education and legal programs and services for low-income residents as required.

Income Assistance: provides financial assistance to people ages 19 or over and their dependents to meet basic needs for food, shelter and utilities and enhanced benefits for clothing and furniture, disability, educational supports, supports to seniors and helps pay for childcare costs.

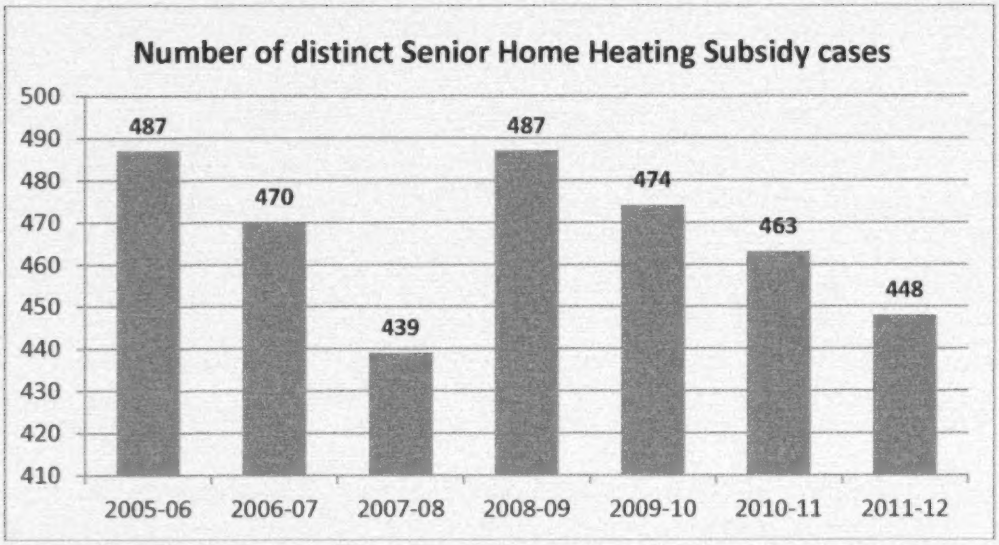
Student Financial Assistance: provides financial assistance to NWT residents to assist with the cost of obtaining a postsecondary education.

Senior Home Heating Subsidy: provides financial assistance to lower-income NWT seniors to help with the cost of heating their homes.

Performance Measures



A distinct case is a unit, individual or family, meaning a couple, or parent(s) and child(ren). The graph illustrates the total number of distinct cases that accessed Income Assistance by fiscal year. The annual number of distinct cases on Income Assistance increased by 25.6% from 2005-06 to 2011-12. The Department, through income security reform, made significant changes to the benefits of income assistance in 2007, which increased access for NWT residents leading to an anticipated increase in distinct cases. Over the past few years, these numbers have levelled off and there is now a slight decline.



The table above provides the number of distinct NWT households that applied for the Seniors Home Heating Subsidy (SHHS) by fiscal year. Numbers fluctuate based on the weather, cost of heating fuel, family circumstances and life changes.

	2009-10	*2010-11*	*2011-12*
	(Academic Years)		
Number of SFA applications approved for full-time funding	1,209	1,306	1,394

Since 2009-10, the number of NWT postsecondary students accessing Student Financial Assistance (SFA) has increased.

2. Responding to Priorities

Priority 1: Building a Strong and Sustainable Future

Description

Strengthening our relationships with Aboriginal and other northern governments.

Major Program and Service Initiatives Planned for 2013-14

Culture and Heritage

- Consult with Aboriginal government partners and community experts to complete permanent diorama exhibits

Official Languages

- Continue to work with the Aboriginal language communities to implement the *NWT Aboriginal Languages Plan: A Shared Responsibility*

K-12 Education

- Continue to work with Aboriginal and educational leaders across the NWT to implement the Aboriginal Student Achievement (ASA) Plan to remove the achievement gap between Aboriginal and other students and between small and larger communities

Priority 2: Increase Employment Opportunities Where They Are Needed Most

Description

Reducing dependency on government by encouraging people who are able to enter or remain in the workforce; and supporting child care programs to help parents become or stay employed.

Major Program and Service Initiatives Planned for 2013-14

Culture and Heritage

- Collaborate with Industry, Tourism and Investment (ITI) to provide support for NWT artists to participate in Northern Scene, hosted by the National Arts Centre, Ottawa in April-May 2013, leading to increased exposure and employment opportunities for artists

Official Languages

- Continue work to establish Aboriginal Languages Secretariat including the creation of small community job opportunities
- Work with Aurora College to expand the Aboriginal Language Institute

- Lead implementation of the *GNWT Strategic Plan on French Language Communications and Services* by supporting GNWT departments, boards and agencies in the development of their action plans on French language communications and services

Early Childhood Development

- Continue to develop Child and Family Resource Centers using the Aboriginal Head Start curriculum and model as the foundation
- Consult on and implement changes to the Early Childhood Program as defined within the new ECD Framework with HSS
- Collaborate with Departments of Education in Yukon and Nunavut to develop a tri-territorial early learning framework
- Initiate implementation of the Infant Toddler Environmental Rating Scale (ITERS)
- Work with Aurora College to implement an NWT-specific on-site Early Childhood Education and Care (ECEC) diploma program
- Create an Early Childhood Ideal Program (ECIP) demonstration site, linked to the Aurora College diploma program, for early childhood workers to experience research-based best practices in ECEC for all children, including those with special needs

K-12 Education

- Conduct research toward formalizing the involvement of, and remuneration for, the ongoing participation of Elders in school programs
- Develop '1,2,3 Go', an Essential Learning program for the primary levels based on culture-based key conceptual elements
- Develop culturally appropriate high school curriculum by developing Northern Studies 30 as five-credit course and by developing learning materials for Northern Studies 20
- In partnership with the Nunavut Department of Education, develop teaching and learning materials, and continue in-servicing all Nunavut and NWT teachers on the history and legacy of residential schools in the North (for northern Studies 20)
- Complete the second of a three-phase implementation process of the Kindergarten to Grade 12 Literacy with Information and Communication Technology (LwICT) curriculum in all regions
- Develop an implementation plan for the use of digital media applications (apps) for the five Dene languages as well as the Cree and Inuit languages in all NWT regions
- Complete a review of Inclusive Schooling practices
- Implement and provide supports for a territorial Bullying Prevention Plan that is complemented by NWT anti-bullying legislation
- Continue working with education authorities to improve reporting on student achievement. The detailed data reports generated through PowerSchool, the new student information system, will form an intrinsic part of this process thus enhancing accountability and the opportunity for tracking systemic progress over time

Adult and Postsecondary Education

- Implement the Adult Literacy and Basic Education (ALBE) Review Action Plan in response to the recommendations from the ALBE review
- Continue to work with Aurora College in respect to the *Federal Northern Adult and*

Basic Education Strategy

- Revise the Adult Recognition Model (ARM) process, curriculum and student placement package based on feedback from the pilot
- Support delivery of the final year of Community Based Teacher Education Program (TEP) in the Beaufort-Delta and start of community-based ALCIP in a new location
- Continue to work with Aboriginal Governments and other regional training partners to implement the NWT Labour Force Development Framework
- Complete the JobsNorth labour exchange website redesign and launch the new site
- Renegotiate the Canada/NWT Labour Market Agreement which expires in 2014
- Implement the *Accountability Framework for the Education and Training of Adults* in the NWT. This Framework will provide oversight to assist in the ongoing planning, monitoring and reporting on Aurora College, private institutions and non-government organizations education and training

Income Security

- Implement the action plan developed from the Review of the Student Financial Assistance Program. This will include an increase in the monthly living allowance
- Support the development and implementation of the NWT Anti-Poverty Strategy

PRIORITY 3: STRENGTHEN AND DIVERSIFY OUR ECONOMY

Description

Supporting the Mackenzie Gas Pipeline project, developing a socially responsible and environmentally sustainable economic development and mining strategy and supporting the traditional economy.

Major Program and Service Initiatives Planned for 2013-14

Culture and Heritage

- Under the NWT Arts Strategy, ECE will work with the Department of Industry, Tourism and Investment (ITI) and the NWT Professional Media Association to strengthen collaboration between the film and media industry and GNWT agencies such as the NWT Film Commission and the NWT Arts Council
- Review and amend NWT *Historical Resources Act* in consultation with Aboriginal and northern organizations subject to the outcome of the review and approval of a bill
- Develop an NWT Culture and Heritage Strategic Plan

K-12 Education

- Consider and implement recommendations from the internal review of the Aboriginal Language and Culture-Based Education (ALCBE) Directive completed in 2012-13

Employment and Labour

- Support NWT residents to obtain employment in oil and gas exploration projects in the Sahtu and Beaufort Delta regions. ECE is working with other GNWT departments to

coordinate planning and to respond to activity expected to begin in 2013-14. Department services are career and employment development counseling supports and short term training

PRIORITY 5: ENSURE A FAIR AND SUSTAINABLE HEALTH CARE SYSTEM

Description

Investing in prevention, education and awareness and early childhood development.

Major Program and Service Initiatives Planned for 2013-14

Early Childhood Development

- In collaboration with the Department of Health and Social Services (HSS), implement the new *Early Childhood Development Framework for Action*

K-12 Education

- Research, review and continue development of a new NWT Health curriculum
- Implement the resource *Prevention to Collaboration Intervention: A Comprehensive Approach to Promoting and Supporting Student Mental Health* (2012) based on the Comprehensive School Health Model. This resource is being piloted in all NWT schools in September 2012 and will be fully implemented in September 2013

3. RESOURCE SUMMARY

DEPARTMENTAL SUMMARY

	(thousands of dollars)			
	Proposed 2013-14 Main Estimates	2012-13 Revised Estimates	2012-13 Main Estimates	2011-12 Actuals
Operations Expense				
Directorate and Administration	10,335	10,296	10,296	11,570
Education and Culture	194,510	193,357	192,575	190,959
Advanced Education	46,350	46,568	46,568	46,118
Income Security	41,564	39,668	39,668	40,473
Total Operations Expense	292,759	289,889	289,107	289,120
Revenues	9,598	9,598	9,598	10,367

HUMAN RESOURCE SUMMARY

	Proposed 2013-14	2012-13	2011-12	2010-11
Total Number of Employees	234	227	224	218

Appendix I – Financial Information

Operations Expense Summary

	2012-13 Main Estimates	PROPOSED ADJUSTMENTS: FG Collective Bargaining NA	Forced Growth	New Initiatives	Sunsets and Other Approved Adjustments	Internal Reallocation of Resources	2013-14 Business Plans
	($000)		($000)	($000)	($000)	($000)	($000)
Directorate and Administration							
Directorate and Administration	10,296	0	130	0	(115)	24	10,335
Total Directorate and Administration	**10,296**	**0**	**130**	**0**	**(115)**	**24**	**10,335**
Education and Culture							
Early Childhood Development Program	7,308	0	126	0	0	272	7,706
Instructional and Support Services	3,592	0	116	0	0	(162)	3,546
Aboriginal Language and Culture Education	8,308	52	(24)	0	0	(292)	8,044
Inclusive Schooling	26,987	177	(62)	0	0	(1,000)	26,102
Minority Language Education and Instruction	2,588	0	0	0	0	0	2,588
Education Operations and Development	2,244	0	0	0	0	0	2,244
NWTTA Professional Development Fund	1,620	296	0	0	0	0	1,916
Schools	123,936	1,334	(359)	0	0	(275)	124,636
Public Library Services	2,021	0	0	0	0	0	2,021
Culture and Heritage	6,519	0	214	0	(732)	(140)	5,861
Official Languages	7,452	0	0	0	0	2,394	9,846
Total Education and Culture	**192,575**	**1,859**	**11**	**0**	**(732)**	**797**	**194,510**
Advanced Education							
Adult and Postsecondary Education	37,510	0	447	0	(63)	(421)	37,473
Apprenticeship and Occupations	3,009	0	0	0	0	0	3,009
Career and Employment Development	3,284	0	287	0	0	(400)	3,171
Employment Standards	775	0	0	0	0	0	775
Management and Program Support	1,990	0	0	0	(68)	0	1,922
Total Advanced Education	**46,568**	**0**	**734**	**0**	**(131)**	**(821)**	**46,350**
Income Security							
Income Assistance Programs	27,330	0	0	0	0	0	27,330
Student Financial Assistance	12,338	0	768	0	1,128	0	14,234
Total Income Security	**39,668**	**0**	**768**	**0**	**1,128**	**0**	**41,564**
TOTAL DEPARTMENT	**289,107**	**1,859**	**1,643**	**0**	**150**	**0**	**292,759**

Explanation of Proposed Adjustments to Operations Expense

Activity / Task	Explanation of Proposed Adjustment	FG Collective Bargaining NA	Forced Growth	New Initiatives	Sunsets and Other Approved Adjustments	Internal Reallocation of Resources
Directorate and Administration						
	Information Requests - Residential School Claims and Litigation	0	114	0	(115)	0
	Early Childhood Development (ECD) -TSC Chargebacks	0	6	0		6
	Sahtu Oil and Gas Exploration Omnibus - TSC Chargeback	0	10	0	0	0
	Aboriginal Language Secretariat (ALS) - TSC Chargebacks	0	0	0	0	18
Total for Directorate and Administration		**0**	**130**	**0**	**(115)**	**24**
Education and Culture						
Early Childhood Development Program						
	Reallocation of Inclusive Schooling to ECD	0	0	0	0	994
	Child Day Care Inspection Coordinator	0	126	0	0	0
	Funding from Western Arctic Leadership Program to ECD	0	0	0	0	250
	Transfer of Language Nests to ALS	0	0	0	0	(972)
		0	126	0	0	272
Instructional and Support Services						
	Western Northern Canadian Protocol Fees	0	116	0	0	0
	Transfer of Coordinator to ALS					(162)
		0	116	0	0	(162)
Aboriginal Language and Culture Education						
	NWTTA/GNWT Collective Agreement 4 year period (Sept. 1, 2012 to July 31, 2016)	52	0	0	0	0
	School Contributions		(24)			
	Transfer Coordinator and O&M funding to ALS	0		0	0	(292)
		52	(24)	0	0	(292)
Inclusive Schooling						
	NWTTA/GNWT Collective Agreement 4 year period (Sept. 1, 2012 to July 31, 2016)	177	0	0	0	0
	Reallocation of Funding to ECD	0	0	0	0	(1,000)
	School Contributions	0	(62)	0	0	0
		177	(62)	0	0	(1,000)
NWTTA Professional Development Fund						
	NWTTA/GNWT Collective Agreement 4 year period (Sept. 1, 2012 to July 31, 2016)	296	0	0	0	0
		296	0	0	0	0
Schools						
	NWTTA/GNWT Collective Agreement 4 year period (Sept. 1, 2012 to July 31, 2016)	1,334	0	0	0	0
	School Contributions	0	(359)	0	0	0
	Reallocation of Funding from Western Arctic Leadership Program to ECD and ALS	0	0	0	0	(275)
		1,334	(359)	0	0	(275)

Culture and Heritage					
Information Requests - Residential School Claims and Litigation	0	214	0	(212)	0
Prince of Wales Northern Heritage Centre Fire Repairs	0	0	0	(520)	0
Reallocation from Cultural Projects to ALS	0	0	0	0	(140)
	0	214	0	(732)	(140)
Official Languages					
Reallocation to ALS	0	0	0	0	2,394
	0	0	0	0	2,394
Total for Education and Culture	**1,859**	**11**	**0**	**(732)**	**797**
Advanced Education					
Adult and Postsecondary Education					
Aurora College - Real Estate Taxes	0	0	0	(63)	0
Aurora College - Leases and Professional Development	0	193	0	0	0
Aurora College - Maintenance and Utility	0	247	0	0	0
Thebacha Campus Family Residence	0	7	0	0	0
Transfer of Aboriginal Language and Cultural Instructor Program to ALS	0	0	0	0	(421)
	0	447	0	(63)	(421)
Career & Employment Development					
Sahtu Career Development Officer	0	136	0	0	0
Labour Market Training Coordinator	0	151	0	0	0
From Small Community Employment	0	0	0	0	(400)
	0	287	0	0	(400)
Management and Program Support					
Implementation of Financial Shared Services in the Beaufort-Delta	0	0	0	(68)	0
	0	0	0	(68)	0
Total for Advanced Education	**0**	**734**	**0**	**(131)**	**(821)**
Income Security					
Student Financial Assistance					
Student Financial Assistance Grants	0	768	0	0	
Changes to SFA (Offset by 2012 Canada Student Loan Fund Payment Increase)	0	0	0	1,128	0
	0	768	0	1,128	0
Total for Income Security	**0**	**768**	**0**	**1,128**	**0**
TOTAL PROPOSED ADJUSTMENTS	**1,859**	**1,643**	**0**	**150**	**0**

Major Revenue Changes: 2012-13 Main Estimates to 2013-14 Business Plan

Revenue Item	(thousands of dollars) 2012-13 Main Estimates	2013-14 Business Plans
(None)		

Proposed Adjustments to Grants and Contributions: 2012-13 Main Estimates to 2012-14 Business Plan

Key Activity	Explanation of Proposed Adjustment	2012-13 Main Estimates	(thousands of dollars) Forced Growth	New Initiatives	Sunsets and Other Approved Adjustments	Internal Re-allocation	2013-14 Business Plan
Education and Culture							
Community Broadcasting Grants		52	0	0	0	0	52
Aboriginal Languages Broadcasting		170	0	0	0	0	170
Official Languages, Aboriginal		2,996	0	0	0	421	3,417
Official Languages, French		350	0	0	0	0	350
Minority-Language Education and Second-Language Instruction: French		2,401	0	0	0	0	2,401
Education Authority Contributions		150,333	1,118	0	0	(1,275)	150,176
NWTTA Professional Development Fund		1,620	296	0	0	0	1,916
Aboriginal Language Nest		-	0	0	0	972	972
Early Childhood Program		4,040	0	0	0	(422)	3,618
Healthy Children Initiative		2,110	0	0	0	0	2,110
Community Library Services		763	0	0	0	0	763
Cultural Organizations		554	0	0	0	0	554
Cultural Projects		176	0	0	0	(140)	36
Heritage Centres		491	0	0	0	0	491
NWT Arts Council		500	0	0	0	0	500
Support to Northern Performers		181	0	0	0	0	181
New Northern Arts Programs		250	0	0	0	0	250
Cultural Component of Sports Events		50	0	0	0	0	50
Total for Education and Culture		167,037	1,414	0	0	(444)	168,007
Advanced Education							
Literacy Funding		1,996	0	0	0	0	1,996
College Contributions		31,148	447	0	(63)	(421)	31,111
Community Skills for Work		650	0	0	0	0	650
Small Community Employment		339	0	0	0	(179)	160
Total for Advanced Education		**34,133**	**447**	**0**	**(63)**	**(600)**	**33,917**
Income Security							
Student Grants		9,240	768	0	1,128		11,136
Total for Income Security		**9,240**	**768**	**0**	**1,128**	**0**	**11,136**
TOTAL PROPOSED ADJUSTMENTS		**210,410**	**2,629**	**0**	**1,065**	**(1,044)**	**213,060**

Appendix II – Human Resources Reconciliation

Position Changes: 2012-13 Main Estimates to 2013-14 Business Plan

	Number of Positions	Location	Total
2012-2013 Main Estimates	227	-	227
Forced Growth:			
Information Requests - Residential School Claims and Litigation	3	Yellowknife	3
Child Day Care Inspection Coordinator	1	Yellowknife	1
Sahtu Career Development Officer	1	Norman Wells	1
Labour Market Training Coordinator	1	Norman Wells	1
Sunsets and Other Approved Adjustments:			
Information Requests - Residential School Claims and Litigation	(3)	Yellowknife	(3)
Internal Reallocation of Resources:			
Associate Director, Early Childhood Programs	1	Yellowknife	1
Regional Aboriginal Language Coordinator - Deline	1	Deline	1
Regional Aboriginal Language Coordinator - Fort McPherson	1	Fort McPherson	1
Regional Aboriginal Language Coordinator - Fort Providence	1	Fort Providence	1
Total Proposed Positions 2013-14 Business Plan	234		234
Increase (Decrease)	7		7

Appendix III – Infrastructure Investments

Planned Activities – 2013-14

Fort Smith	P W Kaeser High School Industrial Arts – Design and Construction
Inuvik	Sir Alexander Mackenzie and Samuel Hearne Secondary School Replacement – Demolition and Construction Warranty
Yellowknife	PWNHC Gallery Development – Design and Construction
Yellowknife	PWNHC Technical Upgrades, Removal of Existing Asbestos – Design and Construction
Yellowknife	ECE Office, Minor Renovations – Design and Construction
Various	Capital Infrastructure Investments for College facilities
Various	Capital Infrastructure Investments for Community Libraries
Various	Capital Infrastructure Investments for Community Museums
Various	Investments for School Playground Development in various communities
Various	Investments for High School Career and Technology Studies in various communities
Various	Investments for daycare facilities in various communities